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EDUCATIONAL NEWS AND EDITORIAL COMMENT

PROGRAM OF DEPARTMENT OF SUPERINTENDENCE

CINCINNATI, OHIO, FEBRUARY 22-27, 1915

Headquarters at Hotels Gibson and Sinton

President—Henry SNYDER, superintendent of schools, Jersey City, New Jersey.

First Vice-President—Paul W. HORN, superintendent of schools, Houston, Texas.

Second Vice-President—E. C. WARRINER, superintendent of schools, Saginaw, Michigan.

Secretary—MRS. ELLOR C. RIPLEY, assistant superintendent of schools, Boston, Massachusetts.

FIRST SESSION

Invocation.

Address of Welcome.

Response.

(Program to be completed later.)

SECOND SESSION

The Protection of Professional Interests.

Schoolbooks—Educationally, Commercially, Politically.

The Training of Teachers.

- a) The Normal School.
- b) The Training of Rural Teachers.
- c) The Training of Teachers in Service.
- d) The Training of Superintendents.

Vocational Education.

- a) A State School System for Industrial and Social Efficiency.

THIRD SESSION

Vocational Education (*Continued*).

- b) The Evolution of the Training of the Worker in Industry.
- c) The Study of Occupations as a Part of the Program of Vocational Education.
- d) Continuation School Work.
- e) Vocational Training for Women.
- f) The Educational Field for the All-Day Trade School.
- g) The Field for the Corporation School and Its Relation to the Public Schools.
- h) National Aid for Vocational Education.

FOURTH SESSION

Program to be announced hereafter.

FIFTH SESSION

School Curricula and Organization.

- a) Principles Underlying the Determination of a Course of Study.
- b) Should Essentials of a Course of Study Vary to Satisfy Social Demands in Different School Districts? Within the Same District?
- c) The Demands of Rural-School Districts.
- d) The Six-and-Six Plan.
- e) The Pros and Cons of the Gary System.
- f) Results of Plans to Measure Efficiency in Teaching.

Report of the Committee on Economy of Time in Education.

- a) Minimum Essentials of a Course of Study—The Objectives and Guiding Principles of the Report.

SIXTH SESSION

ROUND TABLES

A. State and County Superintendents.

State School Codes.

Legislative Provisions for:

- a) Financial Support of the Public Schools.
- b) The Appointment, Salary, and Tenure of Teachers.
- c) The Selection of County Superintendents.
- d) The Determination of the School District.
- e) The Supervision of Rural Schools.

B. Superintendents of Cities over 250,000.

The Essence of Success in Evening Vocational Work.

Illiteracy and Industrial Efficiency.

The Education of Adult Immigrants.

C. Superintendents of Cities between 25,000 and 250,000.

Current Methods of Dealing with the Exceptional Pupil.

- a) The Backward Pupil.
- b) The Mentally Defective Pupil.
- c) The Bright Pupil.
- d) The Delinquent Pupil.
- e) The Anemic Pupil.

D. Superintendents of Cities under 25,000.

Current Practices in the Appointment of Teachers.

How Shall the Efficiency of Teachers Be Tested and Recorded?

The Promotion of Teachers on the Basis of Merit and Efficiency.

A Satisfactory Basis for the Promotion of Pupils.

E. General—Child Relations.

The Administration of Compulsory Education Laws.

The Issuance of Work Permits and Its Bearing on Other School Problems.

The Taking of the School Census.

SEVENTH SESSION

Report of the Committee on Economy of Time in Education.

- a) Minimum Essentials of a Course of Study (*Continued*).
- b) Language and Grammar.
- c) Arithmetic.
- d) History and Geography.
- e) Typical Progressive Experiments.

EIGHTH SESSION

The Investigation of the Efficiency of Schools and School Systems.

THURSDAY EVENING

May Festival Concert, given by the May Festival Association and the Symphony Orchestra Association.

Other conferences, outside the general convention, will be as follows: National Society for the Study of Education; Society of College Teachers of Education; National Committee on Agricultural Education; Educational Press Association of America; American School Peace League; Conference of Teachers of Education in State Universities; Association of State Superintendents; National Council of Teachers of English; City Normal-School Association; International Kindergarten Union; National Congress of Mothers and Parent-Teachers' Associations; School Garden Association of America; State High-School Inspectors' Association; National Association of State Supervisors and Inspectors of Rural Schools; National Association of Teachers' Agencies.

COMMISSION ON THE REORGANIZATION OF SECONDARY EDUCATION

The meetings of this commission, to be held in Cincinnati on February 24, 25, and 26, promise to be of special importance for superintendents and principals.

A MEETING OF THE CHICAGO BOARD OF EDUCATION

(Extract from the Official Report)

MR. JACOB M. LOEB presiding as chairman.

THE CHAIRMAN: The Board will now come to order and the Secretary will call the roll.

THE SECRETARY (*calling the roll*):

Mr. Peterson,
Mrs. MacMahon,
Mrs. Britton,

Mrs. Vosbrink,

Mr. Lipski,

Dr. Warning,

Mr. Roulston,

Mr. Sonstebly,

MR. SONSTEBY: Mr. Chairman, I suggest that the Secretary call the roll in order.

THE SECRETARY (*continuing*):

Mr. Rothman,

Mr. Otis,

Dr. Pietrowicz,

Mr. Metz,

Mr. Eckhart,

Mr. Holpuch,

Mrs. Gallagher,

Mrs. Sethness,

Mr. Reinberg,

Mr. Collins,

Mr. Loeb.

THE CHAIRMAN: How many present?

MR. SONSTEBY: Mr. Chairman.

THE SECRETARY: There are seventeen members present.

MR. SONSTEBY: I suggest that the Secretary call the roll as it is printed there and not skip around as he is doing. What is the purpose of this? By the orders of the President?

THE CHAIRMAN: Yes.

MR. SONSTEBY: The President has no such authority, and there is a rule in regard to the roll call for you to follow and it has never been changed here.

THE CHAIRMAN: The Chair rules that he has the authority to change the order.

MR. SONSTEBY: You have no such authority.

THE CHAIRMAN: You know what recourse you have and you may follow it if you wish.

MR. SONSTEBY: I certainly will follow that and appeal from the rule of the Chair.

MR. ROTHMAN: I second the appeal from the Chair.

THE CHAIRMAN: There are certain reasons for the calling of the roll in this way. Mr. Collins is a candidate for the presidency and his name heads the list, and I thought, to save him some embarrassment,

we would put him at the foot of the roll. Now we will have a vote on the appeal.

And so forth.

WHAT WOULD-BE TEACHERS KNOW

That a thorough knowledge of the subject-matter of the courses he is to teach is the first requisite of any teacher, no one can dispute. This platitude gains interest in view of the fact that out of 247 high-school graduates who, in December, took the examination provided for public-school teachers in Cook County (Illinois), 212 failed to reach the passing grade of 75. The candidates included graduates of parochial high schools, of state normal schools, of colleges, and universities. Some of the answers given by candidates are enumerated by the *Chicago Tribune*. Incidentally, they furnish a fine foil to the lists of funny answers by pupils with which teachers from time to time regale the press:

Gibraltar is located in various parts of the world; it is a strait attached to the southern end of South America; it separates the Black Sea from the Mediterranean; it is a strait on the coast of Italy; it is a large fort at the southern extreme part of South America; it is south of Austria, in Russia, and separates North and South America.

The Klondike is a river in Holland—as one might conclude from the fact that Holland is full of dikes.

Sardinia, contrary to the generally accepted theory, is a Turkish stronghold on the island of Sicily; it seems also to be a city in Norway.

Tasmania, one is interested to learn, is the vast plains of Persia; it is a city in Mexico, and, to be more exact, a large town in Southeast Africa, as well as a province near Turkey.

Various candidates, asked to name ten states bordering on the Missouri and to give the chief agricultural products of each, answered as follows:

Idaho, famed for its wheat; South Dakota, the chief agricultural product of which is cotton; Main, which raised large crops of iron and of which the capital is Augustus; Georgia, which produces turpentine as its chief farm crop; Colorado, whose farmers specialize in gold; and Arizonia, whose chief product is alfalfa. Florida had also been dragged bodily from its summer seas to border Missouri on the south, and Louisiana has not been forgotten.

What would-be teachers know about themselves may be inferred by their answers on certain points of physiology:

The dermis is one of the muscles of the brain.

The chief constituents of the blood are arteries and veins.

Olfactory is the making or founding of the oleo.

The trachea is a lump which is formed in the neck and is known as the Adam's apple.

Cartilage is a small compartment where blood corpuscles are stored.

Bile is the covering of the bones.

Reflex action is the act of light being reflected from a mirror.

Question: Define the term proteid.

Answer: The proteid is an important part of the body where the straches are stored.

Proteid is one of the glands.

Proteids are cells formed in the epidermis of the skin.

Proteid is a form of marrow of which everybody must have a certain portion.

Question: Define voluntary and involuntary muscles.

Answers: Voluntary muscles are those in the lower leg and forearm.

Involuntary muscles are those under the skin.

Voluntary muscles make the arm bend forward. Involuntary muscles make the arm bend backward.

STATE BOARDS OF CONTROL

Illinois, Washington, and Wisconsin are agitating the question of state control of education. In each of these states the issue is the same: Shall one central state board direct the activities of all the state institutions of learning? In Washington it is proposed to amalgamate into one organization the five boards of control for the university, the state college, and the three normal schools. In Illinois there are at present no less than twelve separate state boards and officers whose functions have to deal with education and whose jurisdictions are substantially independent of each other. This looks like a case in which to abolish the unnecessary division of authority, to concentrate duties in a single governing body, and to give a central aim to state education would produce economy in management. As in Washington, each Illinois normal school has a separate governing board.

In Wisconsin the system is not quite so archaic. The State Board of the Normal School Regents directs the activities of the nine normal schools; one member of the board is appointed from each city in which a normal school is located. The Board of University Regents is entirely independent of this body.

The report of the Efficiency Committee of the Illinois legislature recommends that for the hodgepodge boards in this state there be substituted a single state board of education, consisting of the state

superintendent of education, the president of the University of Illinois, a representative from each normal school, and two unpaid members to be appointed by the governor. This board would have general powers of supervision over all the state institutions of learning. The committee proposes to create for the convenience of the normal schools a single board. Similarly it is proposed to reorganize the Board of Trustees of the state university, so that "it shall consist of the state superintendent of public instruction and eight unpaid members to be appointed by the governor, no one of whom is to be a resident of the county in which a normal school is located."

In this case the merit of the reform is obvious. As the committee asserted, it is impossible under present conditions to secure adequate co-ordination among the educational institutions of the state. However the committee is not so radical as it might be, since it proposes to substitute for the present division of authority, not one board, but three. "Several considerations," the committee says, "seem to make it inadvisable to urge at this time a complete centralization of the educational authorities in Illinois. The constitutional provision requiring a public election of the state superintendent of public instruction stands in the way of a satisfactory method for selecting the executive head for such an organization." It is perhaps fortunate that this is the case.

VICTORY FOR THE MOTHER-TEACHER

The decision by Commissioner John H. Finley of New York is something of a victory, if no more than a sentimental one, for the mothers teaching in the public schools. Mr. Finley ruled that a teacher may not be dismissed because she absents herself from the public schools to bear a child. His conclusion was:

The Board should have accepted the natural corollary of its policy, voluntary or enforced, of employing or retaining married women teachers, and should have given at least as favorable consideration to an absence for childbirth, as is normally given to absences asked for reasons of personal convenience, for minor or grave illness, or for purposes of study and travel, or of improving the health. . . . It is difficult to conceive how a reasonable, unwilful absence, due to natural causes, should be construed as a neglect of duty; and it is difficult to understand why an absence for the most creditable social reason should be so treated.

Commissioner Finley might perhaps have added that so far as a personal attitude toward pupils is concerned, absence for such a reason may very possibly result in as much gain to the schools as absence for study or travel.

GRUNDTVIGISM

Excellent and necessary as the scientific study of education is, it none the less requires an occasional corrective. The business of training children is not altogether a business of Binet tests and averages of intelligence and statistical studies, as the most ardent counter of figures will admit. We were far out at sea before we started counting the number of children with this peculiarity and that in the public schools, but we should be equally adrift if we were to do nothing but study scientifically this strangely human business. Hence it is refreshing now and then to look up from the long rows of tables and the educational reports at the compelling figure of a human being.

Three times this last month there came such glimpses. These were the articles in the *Educational Review* for December, a bulletin or two of the United States Bureau of Education on Danish folk schools, and sundry press notices from that same origin. All three dealt with the work of one Bishop Grundtvig for the schools of Denmark.

The Danish folk high schools have been dealt with heretofore; what interests us now is Bishop Grundtvig. We ventured to think that we might prove example and precept for the writers of so many educational Jeremiads as to how to reform a nation. Let us forget the Danish high schools, then, and look at the man: he will remind us of things we might otherwise forget.

Here was a soul in littlest Denmark, a rugged, forceful, deep-thinking, little-speaking kind of man, who stopped not to consider how bad things were but how good they might become. Here was a spirit big enough to sit brooding over a nation until beneath him a whole educational system from kindergarten to university took shape and was. There was something elemental and cosmic about such a transformation, something fine in the courage which proposed, quite simply, to overthrow the false in education, though it be nation-wide and century-deep, and to build up the true in education in its stead. Carlyle would have liked him; Emerson would have proclaimed him a prophet. Education, no less than politics, may have its heroes and hero-worship.

The example of this patientest, kindly, struggling clergyman leads us to suggest that there is something needed in the American system as well as in Denmark. We see in him the lost art of affirmation. For as Chesterton says, in our countings of questionnaires, we are become so mortally afraid of being wrong, that we dare not, or cannot, be right. Is there no room in the American system for the positivism of Bishop Grundtvig? Perhaps we have gone a little too far in the counting of

questionnaires; perhaps, after all, it is simpler to reform a national system than to count the averages of a history class!

This is all very vague, indeed—and yet! Until all of our state superintendencies, for instance, are made something else than the ragtag and bobtail of political conventions; until the incumbent becomes some such positive, driving, kindly, human force as Bishop Grundtvig, we may despair of any such splendid result as the Danish system. Until our city principals are a little less hampered by citizen school boards' red tape and are permitted to teach scholars more and write reports less, we shall never completely find out what is wrong with American education, though we count questionnaires forever.

Questionnaires and Grundtvigism—they are by no means antagonistic! They pair together very well, indeed! Let us be thankful for all we have learned from questionnaires, but let us also pray for a slight infusion of Grundtvigism, which we take to be the art of affirmation, the wisdom of being right in the main.

H. M. J.

AN EXPERIMENT IN HIGHER EDUCATION

President Foster's article (p. 97) on the aim and scope of Reed College, Portland, Oregon, describes one of our most significant experiments. Starting with a liberal endowment, a college is developing, devoted solely to a liberal education which is regarded as the best foundation for professional careers. It includes no other departments. Reed College presents, besides, other interesting features.

1. The members of the faculty literally live with the students in all the activities of college life.

2. Since there are no fraternities or sororities, social affairs are rigidly subordinated to the main purpose of the institution.

3. Money cannot purchase for any student better living accommodations than are provided for all.

4. Admission is conditioned on the usual requirements, plus "evidence of good character, earnestness of purpose, intellectual enthusiasm, and qualities of leadership." These qualifications are determined by a personal interview of the president with each applicant, and by mental tests given in the department of psychology. The department of physical education gives an examination as the basis of necessary development.

5. Government of the students is in the hands of a "student council."

6. Requirements for graduation are not fixed in units. Credit is given for quality as well as quantity of work. There is no reporting of grades in courses. Each major subject has an oral examination.